

## BEECH HILL ELEMENTARY

1001 Beech Hill Road  
Summerville, SC 29485

**GRADES** PK-5 Elementary School

**ENROLLMENT** 806 Students

**PRINCIPAL** Susan Welsh 843-821-3970

**SUPERINTENDENT** Joseph R. Pye 843-873-2901

**BOARD CHAIR** Bufort Blanton, Jr. 843-873-2901

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
21	36	2	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

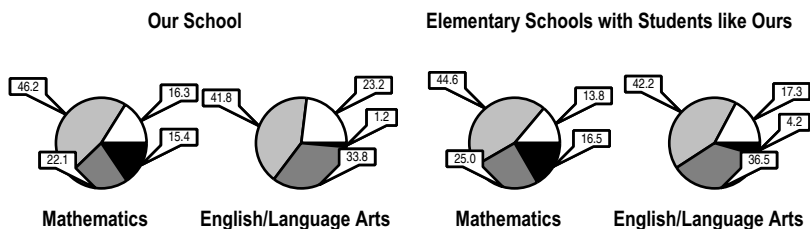
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	65	162	134
Percent satisfied with learning environment	84.4%	80.0%	90.7%
Percent satisfied with social and physical environment	93.7%	81.8%	76.9%
Percent satisfied with home-school relations	88.7%	77.6%	90.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	439	99.5	23.2	41.8	33.8	1.2	35.0	17.6
Gender								
Male	232	99.1	29.1	37.6	32.4	0.9	33.3	17.6
Female	207	100.0	16.9	46.3	35.3	1.5	36.8	17.6
Racial/Ethnic Group								
White	295	99.7	15.8	39.8	42.7	1.8	44.4	17.6
African-American	128	99.2	39.7	47.9	12.4	N/A	12.4	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	376	99.7	18.4	41.9	38.2	1.4	39.7	17.6
Disabled	63	98.4	50.8	41.0	8.2	N/A	8.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	439	99.5	23.2	41.8	33.8	1.2	35.0	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	437	99.5	22.8	42.0	34.0	1.2	35.2	17.6
Socio-Economic Status								
Subsidized meals	167	99.4	38.8	45.0	16.3	N/A	16.3	17.6
Full-pay meals	272	99.6	13.4	39.8	44.9	2.0	46.9	17.6

Mathematics								
All students	439	100.0	16.3	46.2	22.1	15.4	37.5	15.5
Gender								
Male	232	100.0	18.1	43.7	21.4	16.7	38.1	15.5
Female	207	100.0	14.4	48.8	22.9	13.9	36.8	15.5
Racial/Ethnic Group								
White	295	100.0	8.2	43.6	27.9	20.4	48.2	15.5
African-American	128	100.0	34.4	53.3	10.7	1.6	12.3	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	376	100.0	10.2	48.0	24.9	16.9	41.8	15.5
Disabled	63	100.0	51.6	35.5	6.5	6.5	12.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	439	100.0	16.3	46.2	22.1	15.4	37.5	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	437	100.0	16.2	46.1	22.2	15.5	37.7	15.5
Socio-Economic Status								
Subsidized meals	167	100.0	30.4	54.0	8.7	6.8	15.5	15.5
Full-pay meals	272	100.0	7.5	41.2	30.6	20.8	51.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	150	N/A	16.0	35.3	42.7	6.0	48.7
	Grade 4	197	N/A	21.5	43.1	33.3	2.1	35.4
	Grade 5	153	N/A	22.9	54.2	21.6	1.3	22.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	138	99.3	20.2	39.5	38.8	1.6	40.3
	Grade 4	126	100.0	16.8	37.0	45.4	0.8	46.2
	Grade 5	175	99.4	30.1	47.0	21.7	1.2	22.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	150	N/A	20.7	36.7	24.0	18.7	42.7
	Grade 4	197	N/A	17.4	39.0	25.1	18.5	43.6
	Grade 5	153	N/A	23.5	35.9	27.5	13.1	40.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	138	100.0	16.9	50.0	19.2	13.8	33.1
	Grade 4	126	100.0	15.1	38.7	23.5	22.7	46.2
	Grade 5	175	100.0	16.8	48.5	23.4	11.4	34.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 806)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.4%	Up from 1.7%	2.1%	2.4%
Attendance rate	95.7%	Up from 94.8%	96.1%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.5%	Down from 24.1%	21.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.6%	Up from 6.1%	7.3%	8.0%
Older than usual for grade	0.5%	N/A	0.6%	1.1%
Suspended or expelled	4.2%	Up from 2.2%	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	48.3%	Up from 47.0%	54.5%	50.0%
Continuing contract teachers	85.0%	Up from 77.3%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.4%	Down from 80.9%	88.6%	86.2%
Teacher attendance rate	95.3%	Down from 96.1%	95.6%	95.3%
Average teacher salary	\$36,548	Down 0.8%	\$41,450	\$39,909
Prof. development days/teacher	11.4 days	Down from 11.8 days	10.9 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio	18.9 to 1	Up from 18.0 to 1	19.7 to 1	18.9 to 1
Prime instructional time	89.9%	Down from 90.4%	90.3%	89.7%
Dollars spent per pupil*	\$5,447	Up 9.4%	\$5,682	\$5,892
Percent spent on teacher salaries*	65.2%	Up from 61.7%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Beech Hill Elementary is a beautiful red brick school located in the southwestern area of Summerville, South Carolina. Our school has an enrollment of 890 and serves students in Pre-K through fifth grades with 100 plus faculty members. We are proud of our strong PTA, SIC and Business Partner relationships. The demographic and academic profile of our school is varied, serving both suburban and rural communities.

Our mission is to "prepare students to become lifelong learners and responsible citizens," and our school's theme is "Growing Together". To meet the challenge of all students scoring above basic, we examined the data from test results and surveys to guide our efforts to provide our students with meaningful learning opportunities. Through our elementary literacy model, we are able to provide such offerings as X-SPURT (Experiencing Progress Using Reading Teams) that provides 1st-3rd graders fluid, performance-leveled reading instruction. In 4th and 5th grade, students are given additional academic support through 15:1 classes, inclusion, and Reading Renaissance. We have just completed the 3-year intensive South Carolina Reading Initiative. To enhance our math instruction, we use TERC, Math Stars, Math Superstars, NCS Computer Lab, and Mountain Math hands-on, challenging and interactive math programs. We are proud to be the recipient of a state grant that will provide a full-time Math Coach for the coming year for Beech Hill. Qualified fifth grade students were offered Advance/Gifted Math and Reading. Our challenge continues to be able to provide quality instructional programs that will allow all students to reach their fullest potential.

We have many after school co-curricular and extra-curricular offerings. Our ReadingCats and MathCats programs were available for our students on academic assistance plans. Our extensive attendance area makes it difficult for our rural families to participate in after-school programs and attend family functions. Therefore, we were thrilled to be able to provide transportation for these students because the majority of them live in the rural parts of our attendance area and must travel up to 25 miles one way. Other after-school programs include Mad Science, Junior Master Gardener, Technology, Juggling Club/Team, Art, Chorus, and Student Improvement Council.

We have just completed the first year of implementing Susan Kovalik's ITI Model that is a framework for applying current research about how the brain and body learns. It guides comprehensive school reform that ensures mastery of skills and content that will, in turn, "grow" our students and fulfill the mission of our school.

Susan Welsh, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.